given the full grants allowed by the Government but were also at the mercy of the managers, subject to dismissal for incurring their slightest displeasure. It should be ruled that, in vacancies in Government schools, teachers from grant-in-aid schools alone should be appointed.

DEWAN'S REPLY : Mr. Kanakku Martanda Pillai Paramesvaran Pillai, on the subject of grant-in-aid teachers I cannot tell you more than I said last year and that is that the Government grant of Rs. 7½ a month is only a contribution given to the private schools towards the pay of school teachers. That does not mean that the Government are paying the whole of the teachers' pay and that the whole of their pay is Rs. 7½. If you want to help the Vernacular School teachers in the matter of pay, I would strongly advise you to bring your influence to bear upon the managers of schools so that they can give their share of the pay of the teachers. Be that as it may, the matter is one of those questions which is being enquired into by the Committee appointed to deal with the question of the pay of Vernacular School teachers.

There is only one other matter which I need touch upon here and that is your reference to the Macmillan contract. That contract has been determined and text-books are now being provided by Government agency by having their books printed for them, in some cases by contractors.

77. Additional concessions to the Malayala Brahmins in the matter of Education.

(MR. TRIVIKRAMAR VASUDEVAR (*Member, Jenmies, Trivandrum Division, Group I*) represented that the Malayala Brahmin community was admittedly backward in point of education. As a result of the concessions granted to the community and of the establishment of the Special School at Kulakkada, a few members had no doubt passed the B. A. and B. L., degree examinations. The entire community had latterly begun to evince interest in education and more students were resorting to public schools and colleges. But they were not given sufficient encouragement for prosecuting their higher studies. The Government had left to the control of the Board of Management of the Special School some of the charitable endowments founded by the Malayala Brahmins. There were still many others, which could also be transferred to their management and arrangements should be made for utilising their whole income for the benefit of the Malayala Brahmin students.

To the numerous students belonging to their community who were attending public schools and colleges, no concessions had been granted. Special scholarships should be instituted for their benefit and awarded on the recommendations of a committee appointed for the purpose.

Many Malayala Brahmin youths were desirous of prosecuting higher studies abroad but could not do so on account of poverty. There existed no longer any obstacles in the matter by way of caste restrictions, as the *purohits* had allowed even foreign travel for purposes of education. In view to encourage such students, the money that was being spent on the Special School should be utilised for instituting foreign scholarships. Nearly a sum of Rs. 7,000 was being spent annually on the Special School. That amount could with better advantage be deposited in the State Aided Bank and scholarships awarded therefrom to deserving youths selected by a committee appointed *ad hoc*.

The maintenance of the Special School should be entrusted to a committee of management ; and a grant awarded to it as in the case of other aided schools would amply suffice.

DEWAN'S REPLY : Mr. Trivikramar Vasudevar, I do not think that you need be anxious about the Special School, because the Government find themselves able to comply with your request for further assistance towards the education of your community.

In the matter of scholarships and other forms of assistance to the boys of your community to pursue the course of education, I shall ask the Director to consider the matter well.

It is a very interesting proposition that you put forward that a fund should be created and kept under control by the Government from which scholarships should be provided for members of your community to attain higher education abroad. If you will write to the Director of Public Instruction on behalf of your

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community giving detailed proposals in relation to it, I shall be happy to go into the matter with him and, in so far as it is possible, endeavour to meet the wishes of your community in the matter.

The other points you mentioned will receive due consideration.

The Assembly adjourned for lunch at 1-35 P. M. and re-assembled at 2-20 P. M.

78. Muslim Education.

MR. PIR MUHAMMAD MUNAVARI MUHAMMAD ISMAIL MUNAVARI (*Member, Nominated*) said that the Muslims formed one of the three main communities in the State, *viz.*, the Hindu, the Muslim and the Christian and that therefore their claims should be considered from the point of view of the aggregate Muslim population in the State and not in comparison with the sub-divisions of the other two communities such as the Brahmins, the Nairs, the Ezhavas, the Catholics or the Protestants. The Muslim community was in a pitiable plight, having failed to adapt itself to the changed circumstances of the times. Without extraneous aid, therefore, both from the Government and the other communities, it could not aspire to keep pace with them in the onward march of progress. It was backward in point of education in spite of the several concessions granted by the Government. Out of a total population of 270,978, the illiterate numbered 235,978. The highest percentage of illiteracy and therefore of dependence on others obtained among the Muslims. They were also the poorest. Its salvation lay therefore in the hands of the Government and the member made the following suggestions for the uplift of the Muslim community :—

(1) Whenever candidates were selected for foreign scholarships, preference should be given to Muslims. There were instances where the claims of qualified Muslims had been ignored.

(2) The number and value of the scholarships to Muslim pupils in schools and colleges should be enhanced and the poor and deserving among them only selected as beneficiaries.

(3) All Muslim girls in the Vernacular Middle School classes should be awarded scholarships as in English Schools.

(4) The study of *Urdu* or Hindustani should be encouraged just as any other of the vernaculars, especially for the sake of the Dakni Muslim pupils. To avoid additional expenditure involved in teaching a new language, those possessing a knowledge of Hindustani also should alone be appointed as Arabic *munshis*, and Hindustani should be a compulsory subject for the Arabic Munshi Test. Such *munshis* should be appointed in all departmental schools. Although there might not at first be sufficient demand for the introduction of the language, the Government should make provision for it, in consideration of its importance. It was only after provision was made for it that students would be forthcoming. The dearth of pupils already felt in the Hindustani School, Cantonment, Trivandrum, was due to the fact that they had no chance of continuing their studies in the High School classes. As a preliminary step, the standard of the Cantonment school should be raised and the Arabic *munshi* of the S. M. V. School, Vanchiyur, who was competent to teach Hindustani also, should be asked to coach up the students passing out of the Cantonment school in that language. The system should then be gradually extended throughout the State.

(5) Education among Muslim females was low in Travancore. There were together only three departmental and eight aided Muslim Girls' Schools in the State. Muslim girls did not generally resort to other Girls' Schools. More Muslim Girls' [illegible] should therefore be established and at least one such school opened every year. [illegible] portion the member referred to the apathy of the Government in conservation of [illegible] Kottar and Changanachery for Muslim girls. The people of [illegible] ancient [illegible] though the people lot of ground for the purpose, but the people of be fixed, [illegible]ng images, flagstaff, etc. He requested that the construction of the Vernacular [illegible] also be taught in early. school was [illegible] teacher has [illegible] should be a [illegible]

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